



SAINT EDMUND'S AND SAINT THOMAS' CATHOLIC PRIMARY SCHOOL TEACHING STAFF RESPONSIBILITIES AND EXPECTATIONS - REMOTE EDUCATION PLAN (January 2021)

Remote Education Expectations.

“Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. All pupils not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next school day. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong offer in place for remote education provision.” DfE 2020

DfE understands that, thanks to the dedication of teachers and school leaders, the vast majority of schools are already delivering remote education when it is needed and continually improving their provision in line with expectations and emerging best practice. Schools should be aware that any DfE and Ofsted engagement concerning remote provision will always take into account the circumstances of the school and its pupils, including staff absences related to coronavirus (COVID-19).

Note that the expectations set out in this guidance are for our school and for individual teachers.

In developing their remote education, we will:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access after exhausting

all IT opportunities

- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so the school will work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs and a bespoke remote programme will be established for children with 1:1 TAs
- publish information for pupils, parents and carers about their remote education provision on their website by **25 January 2021**

When teaching pupils remotely, we will:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:
primary: 3 / 4 hours a day, on average, across the school cohort
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- respond to parental concerns in relation to access of materials or complexity of instruction
- monitor participation and highlight concerns individually and through parent newsletters generally if necessary

We will consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We will avoid an over-reliance on long-term projects or internet research activities.

Staff protocols for remote education:

- Google Classrooms will remain the platform we use for remote education. To this end, Zoom links to live lessons, Loom recordings and other associated materials will need to be uploaded to Google Classrooms for students/parents/carers to access remotely.

- Oak National Academy materials will be considered in future if they complement the current offer.
- Live session must be timetabled for each phase/year group on the assumption that families only have one device from which they can access work
 - Work must be uploaded to Google Classrooms by *08:55 a.m.* If staff are on site supporting vulnerable or key worker children, they can set their work for the following day
 - If a whole bubble is isolating and teachers want to deliver “live” lessons, where possible, an additional member of staff (if available) may be used to support the questions asked by the children on the ‘chat’ function during the lesson.
 - Each lesson uploaded will be of equivalent length to the core teaching pupils receive in school
 - Each lesson uploaded will provide frequent, clear explanations of new content
 - Each lesson uploaded will build in time for practice and consolidation
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- Assessment activities will be the same for those isolating due to Covid-19 as those in school to ensure consistency of assessment
 - Students will return completed work through Google Classroom
 - Staff will operate the Google Classroom page from 9am-3pm, with breaks in line with the normal school timetable. They will not be expected to reply to work submitted after school hours.
 - **Remote teachers email out a weekly timetable to parents of their year/phase** – parents have found this really useful when planning their working schedule. Copies will be sent to senior leadership team and Miss C Sharrock
 - **Remote teachers ‘loom’ a timetable of their day and voice over a Powerpoint** . Children are more stimulated and motivated to work when they hear their teacher’s voice online
 - **Continue working as a phase** – for the purpose of good planning, continuity and parity in expectations, staff should still work in their phase groups
 - **Assignment dates will be used flexibly and indicative due dates should not cause any unnecessary pressure for parents**
 - **Part time children to take workbooks to and from school as necessary** – this ensure the continuity of work that we are trying to promote
 - **Links to Youtube or Vimeo must not be posted due to** possibility of unfiltered inappropriate content tags. Videos must be saved separately and uploaded as a separate file
 - **Zip files should not be used when posting work**
 - **Staff are asked to give due consideration to backgrounds when filming Loom sequences**
 - **Remote teachers will have breaks away from the computer during their working day.**
 - **Concerns of children not engaging will be passed on to Miss Sharrock and Senior Leadership Team and letters will be issued to parents to raise awareness.**
 - **1:1 children have been allocated a TA to help with their learning. Teachers will liaise with their support assistants as necessary.**

In the first two days of a bubble closure, the school's immediate response will be:

Notify cohort are moving to remote learning

- (i) To issue/ reissue log-ins
- (ii) To email parents with reminder and links
- (iii) Only use the website as a contingency plan for setting up Google Classroom or Remote

Adaptations

The school day will follow from 9.00am to 3.00pm for all children and we will be encouraged to follow remote work patterns which reflect the school day timings Ideally, they should equally have break times and lunchtimes which reflect the school day*

How we will help families to access materials through loan of hardware data sims and where to find more information

School has successfully gained 24 laptops December 2020 plus 8 laptops June 2020 for disadvantaged and vulnerable children. We will issue 40 data sims for three months' worth of data and we have asked any parents who are having access issues to raise concerns with the school This has been verified through Google Classroom participation

What range of methods will be used at St Edmund's and St Thomas' Catholic Primary School for remote learning ?

Live teaching Zoom PE lessons

Recorded Teaching via Loom

Online access MyOn (Reading) White Rose (Mathematics)

Staff will voice over their timetables

Well established online interactive Foundation Stage Tapestry

Engagement and Feedback

We expect all pupils to engage and we check that all pupils are participating a call from school will be made to ascertain why there are any difficulties with participation

Expectations of parental support

Parents often provide the critical link between teaching instruction and instant response from a child. We appreciate that home learning is challenging for many and that working from home responsibilities may prevent parents from giving as much support to their children as they would like. The school adopts a degree of flexibility in this instance and accepts that return of assignments may not always occur in a timely manner.

PARENTS ARE ASKED TO NOTIFY THE SCHOOL IF THERE ARE ANY DIFFICULTIES WITH SUPPORTING THEIR CHILD IN EXTREME CIRCUMSTANCES AND THE SCHOOL WILL RESPOND SYMPATHETICALLY AND OFFER A FLEXIBLE SOLUTION

SEND

Special provision for children with SEN and who have a 1:1 Teaching Assistant will have a bespoke provision with regular daily contact from their TA under the direction of the Class teacher and SENCO Mrs Clayton.

Early Years

Children in the Early Years will be using Google Classroom and Tapestry as the main sources of online provision .One full time teacher will be teaching in school in Reception and one will be teaching at home for remote learning. The Nursery teacher and Early Years lead will be working in school as a full offer of 30hours or part time has been made to Nursery children.

Staff Wellbeing

The nature of remote teaching can place additional pressure on the staff and it is imperative that they have suitable breaks in the day and at weekends. New equipment has been ordered for all teaching staff to avoid any personal reliance on personal equipment in relation to GDPR safeguarding and efficient working practice.

Individuals who are self- isolating after a full return to school

When staff are full -time teaching, the vast majority of the class following full reopening, there may be individuals who are self-isolating. In this case they will be able to access the vast array of online school subscribed materials for mathematics and English.